Crosswalk Directions:

GLEs to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the GLEs can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to question 6, 8, and 9.

2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the GLEs standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.

3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the GLEs can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.

4. Indicate where the standard or performance indicator of the GLEs can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).

5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the GLEs is found at the same grade in the 2007 MLR. If "no", indicate the grade span where the performance indicator is found in the 2007 MLR.

6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

8. Indicate with a Y (yes) or an N (no) whether there is anything in the overall wording of the standard or performance indicator that limits student access to assessment. As an example, the word "write" might be construed as limiting access to assessment by demanding a physical demonstration of putting ideas onto paper whereas the use of the work "compose" offers the opportunity for students to dictate their ideas to a scribe.

9. Indicate with a Y (yes) or an N (no) whether the standard or performance indicator is assessed using paper/pencil or online assessment items. These items could include:

· Multiple choice

· Short answer

· Constructed response (including the creation of longer answers, charts and or diagrams)

· Prompted writing

10. At the end of the standards and performance indicators please list those standards, performance indicators and descriptors of the 2007 MLR not found in the GLEs.

	CONTINUITY						
English Language Arts (Reading) CROSSWALK: Grade Level Expectations for Grades 3-8 to 2007 MLR	Is it in the 2007 standards?	Is the CONCEPT/ IDEA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI, Descriptor)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the GLEs?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
Cluster 1: Reading and Viewing							

Content Standard A: Process of Reading: Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will:	Yes	Yes	Close	2007 Grades 3-8 Content Standard Level A. Reading	Yes, Since the connection is at the content standard level, the expectations apply across the grade spans.	Levels 1-6	Levels 1-6		
Grade 3									
R1A1.3 Determine the meaning of unknown words through these strategies: by reading words in context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).	Yes	Yes, Both documents measure the use of strategies for vocabulary development to support comprehension.	The language of two 2007 descriptors matches the language of the GLE.	2007 Grade 3 descriptors A1c A1d	Yes, Grade 3	Levels 2,3	Levels 2,3		
[Text complexity appropriate for grade 3.]									
R1A3.3 Recognize when a text is primarily intended to persuade. [Text complexity appropriate for grade 3.]	Yes	Partial, the difference between the two is that the 2007 document goes deeper in comprehending.	Partial, The 2007 document is expecting the identification of the author's purpose and identifying the main idea and supporting details.	2007 Grade 3 descriptors A4a, A4b	Yes, Grade 3	Levels 1,4	Levels 1,4		
Grade 4									
R1A1.4 Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources. [Text complexity appropriate for grade 4.] [Maine GLE Reading Panel Recommendation: Other reference sources may include prior knowledge of context clues, word structures, etc. for grade 4.]	Yes	Yes, Both documents measure the use of strategies for vocabulary development to support comprehension.	The 2007 descriptor language includes using knowledge of synonyms and antonyms, homophones and homographs as strategies for figuring out unknown words and their meanings.	2007 Grade 3 descriptors A1c A1d	Yes, Grade 4	Levels 2,3	Levels 2,3		
R1A3.4 Recognize when a text is primarily intended to persuade. [Text complexity appropriate for grade 4.] [Maine GLE Reading Panel Recommendation: In determining when a text is intended to persuade, students will begin to recognize persuasive devices in a text; e.g., fact vs. opinion, supporting evidence, ambiguous words like "best", etc.]	Yes	Partial, The 2007 expects students to analyze persuasive writing which would provide them the opportunity to develop criteria on persuasive structures.	Partial, The 2007 descriptor language provides criteria for recognizing persuasive structures.	2007 Grade 4 descriptors A4 a, A4b, A4c	Yes, Grade 4	Levels 1,4	4-Analysis		
Grade 5									

R1A4.5 Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base word; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; or context clues). [Text complexity appropriate for grade 5.]	Yes, Many of the strategy examples are found at other grades in the 2007 document.	Yes, The intent in both documents is to continually construct meaning while reading.	The specific examples of strategies listed in the GLE can be found at different grades in the 2007 document.	2007 Grade 3 A 1 c, A1d; Grade 4 A1c, A1d; Grade 7 A1c	No, The examples can be found at grades, 4, and 7 in the 2007 document.	Levels 2,3	Levels 2,3		
R1A6.5 Identify an author's distinct purpose. (e.g., to persuade, to entertain, to inform, to explain) [Text complexity appropriate for grade 5.]	Yes	Partial, The 2007 document measures author's purpose in persuasive texts while the 1997 GLE measures author's purpose in other genres as well.	The language in the 2007 grade 3 descriptor is close to the language of the GLE.	2007 Grade 3 descriptor A4a	No the match is with a grade 3 descriptor.	4-Analysis	4-Analysis		
R1A7.5 Summarize by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 5.]	Yes	Yes	The language in the 2007 grade 5 PI one of its descriptors captures the intent of the GLE.	2007 Grade 5 PI A3 and descriptor A3c	Yes, Grade 5	2-Comprehend	2-Comprehend		
R1A8.5 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 5.]	Yes, The is broad enough to encompass the 2007 Grade 5 PIs and descriptors.	Yes	The 2007 Pis and descriptors providemore specificity about purpose and parameters for reading.	2007 Grade 5 A2a-f, A3a-e, A4a-d	Yes, grade 5	Levels 2-6	Levels 2-5		
Grade 6									
R1A4.6 Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base words; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; simple analogies; or context clues). [Text complexity appropriate for grade 6.]	Yes, Many of the strategy examples are found at other grades in the 2007 document.	Yes, The intent in both documents is to continually construct meaning while reading.	The specific examples of strategies listed in the GLE can be found at different grades in the 2007 document.	2007 Grade 3 A 1 c, A1d; Grade 4 A1c, A1d; Grade 7 A1c	No, The examples can be found at grades, 4, and 7 in the 2007 document.	Levels 2,3	Levels 2,3		

R1A6.6 Identify how an author establishes a distinct point of view* (e.g., through the use of emotional or descriptive language; through the format of questions, statements, or commands; through the use of sarcasm or hyperbole) [Text complexity appropriate for grade 6.]	Yes, but there are only a few close matches in the examples each document provides.	Partial, Both documents measure knowledge of how text structures and rhetorical devices affect the information and the author's argument.	The 2007 document provides other examples of text structures and rhetorical devices an author uses to establish a position.	2007 Grade 6 descriptors A4a, A4c,	Yes, Grade 6	4-Analysis	4-Analysis
*Point of View: the author's perspective, attitude, beliefs							
R1A7.6 Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 6.]	Yes, but the closest match is at a lower grade.	Yes	The language in the 2007 grade 5 PI one of its descriptors captures the intent of the 1997 GLE.	2007 Grade 5 PI A3 and descriptor A3c	No, Grade 5	2-Comprehend	2-Comprehend
R1A8.6 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 6.]	Yes, The GLE is broad enough to encompass the 2007 Grade 6 PIs and descriptors.	Yes	The 2007 Pis and descriptors provide more specificity about purpose and parameters for reading.	2007 Grade 6 PI and descriptors A2a-f; A3a-e; A4a-d	Yes, Grade 6	Levels 2-6	Levels 2-5
Grade 7							
R1A4.7 Use specific strategies to clear up confusing parts of text (e.g., knowledge of word structure, including prefixes, suffixes, and base word; knowledge of synonyms, antonyms, homonyms/homophones; shades of meaning; analogies; or context clues). [Text complexity appropriate for grade 7.]	Yes, Many of the strategy examples are found at other grades in the 2007 document.	Yes, The intent in both documents is to continually construct meaning while reading.	The specific examples of strategies listed in the GLE can be found at different grades in the 2007 document.	2007 Grade 3 A 1c, A1d; Grade 4 A1c, A1d; Grade 7 A1c	Yes, One descriptor is at grade 7 while the others can be found at grade 3 and grade 4.	Levels 2,3	Levels 2,3
R1A6.7 Identify possible bias embedded in the author's point of view. * [Text complexity appropriate for grade 7.]	Yes, But it can be found at a higher grade.	Yes	The 2007 descriptor language in grade 8 is closely matched to the Grade 7 GLE.	2007 Grade 8 descriptor A4b	No, Grade 8	4-Analysis	4-Analysis
*Point of View: the author's perspective, attitude, beliefs							
R1A7.7 Summarize whole text by selecting and paraphrasing important and representative texts/passages, including the sequence of major events when appropriate for the genre. [Text complexity appropriate for grade 7.]	Yes, but the closest match is at a lower grade.	Yes	The language in the 2007 grade 5 PI one of its descriptors captures the intent of the GLE.	2007 Grade 5 PI A3 and descriptor A3c	No, Grade 5	2-Comprehend	2-Comprehend

R1A8.7 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]	Yes, The GLE is broad enough to encompass the 2007 Grade 7 PIs and descriptors.	Yes	The 2007 PIs and descriptors provide more specificity about purpose and parameters for reading.	2007 Grade 7 PI and descriptors A2a-f; A3a-e; A4a-d	Yes, Grade 7	Levels 2-6	Levels 2-5
Grade 8						Levels 2,3	
R1A4.8 Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of text. [Text complexity appropriate for grade 8.]	Yes	Yes, The intent in both documents is to continually construct meaning while reading.	The specific examples of strategies listed in the GLE can be considered self-monitoring strategies found at any grade.The 2007 grade 8 strategies include knowing the connotative and denotative meaning of words and knowing the Greek, Latin, and Anglo-Saxon roots and word partw among other strategies.	2007 Grade 8 descriptors A1a, A1c, A1d	Yes, Grade 8	Levels 2,3	Levels 2-4
[Maine GLE Reading Panel Recommendation: specific strategies should be directed toward vocabulary development]							
R1A6.8 Identify accurately both the author's purpose and the author's point of view. [Text complexity appropriate for grade 8.]	Partial, The author's purpose is more often embedded in the mode in the 2007document and author's point of view is best found in the persuasive text and its descriptor in the 2007 document.	Yes, but at a lower grade	The grade 8 language in the 2007 document bumps up the expectation to an analysis of any bias in the author's perspective. It is at grade 6 where the close match in language occurs in the two documents.	2007 Grade 6 A4b	No, Grade 6	4-Analysis	4-Analysis
R1A7.8 Summarize whole texts by selecting and summarizing important and representative passages. [Text complexity appropriate for grade 8.]	Yes, but the closest match is at a lower grade.	Yes	The language in the 2007 grade 5 PI one of its descriptors captures the intent of the GLE.	2007 Grade 5 PI A3 and descriptor A3c	No, Grade 5	2-Comprehend	2-Comprehend

R1A8.8 Read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 8.]	Yes, The GLE is broad enough to encompass the 2007 Grade 8 PIs and descriptors.	Yes	The 2007 PIs and descriptors provide more specificity about purpose and parameters for reading.	2007 Grade 8 PI and descriptors A2a-f; A3a-e; A4a-d	Yes, Grade 8	Levels 2-6	Levels 2-6		
Content Standard B: Literature and Culture: Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will:	Yes, Reading literary texts is an expectation in the 2007 document.	Partial, The 1997 language emphasizes to a much larger extent the impact of literary texts on understanding history and appreciating the many dimensions of the human condition.	The language in the 2007 document places more emphasis on essential chunks of learning leading to deeper comprehension.	The connection is found when the 2007 Grades 3-8 reading content standard language and the language of the literary texts PI (A2) and its descriptors (a-f) are considered as a whole.	The connection is across all grade spans of the 2007 A2 a-f literary texts PI and its descriptors.	Levels 1-6	Levels 1-5		
Grade 3									
R1B8.3 Recognize dialogue and identify who is speaking. [Text complexity appropriate for grade 3.]	Dialogue is a vehicle for characters to reveal themselves.	Yes, Dialogue can help the reader understand a character better because a lot about a character can be revealed by what the character says and does.	the 2007 descriptor expects the student to determine what characters are like by what they say and do and by how the author or illustrator portrays them.	2007 Grade 3 descriptor A2a	Yes, Grade 3	Levels, 1,2	4-Analysis		
R1B10.3 Apply effective strategies for: analyzing and describing characters' words and actions and their connection to the outcomes of a story; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]	Yes, The language of the GLE is so broad that all the literary texts descriptors can be connected to it.	Partial, both documents measure the interpretation of fiction. An area where the two documents differ is in what literary devices are expected at grade 3.	One of the goals of the 2007 document was to have PIs and descriptors with a more consistent grain size across the document.	2007 Grade 3 PI and descriptors A2 a-e	Yes, Grade 3	Levels 1,2,4	Levels 2-4		
R1B11.3 Apply effective strategies for recognizing appropriate generalizations about text; drawing conclusions or forming judgments/opinions about central ideas that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 3.]	Yes, Nonfiction is listed as one of the genre in the 2007 PI.	Partial, The 2007 document is lacking in descriptors that define the parameters for instruction and assessment of nonfiction.	The 2007 descriptors inadvertently place the greatest emphasis on literary texts and then poetry.	2007 Grade 3 PI A2	Yes, Grade 3	Levels 1-6	Levels 2-4		
Grade 4									

R1B8.4 Understand how dialogue relates and contributes to a story or text. [Text complexity appropriate for grade 4.]	Dialogue is a vehicle for characters to reveal themselves.	Yes, What characters say and do has an impact on other characters and the plot.	The 2007 descriptor A2a expects students to determine what characters are like by what they say or do and by how the author or illustrator portrays them.	2007 Grade 3 descriptor A2a	No, Grade 3	Levels 2,4	4-Analysis		
R1B10.4 Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices. [Text complexity appropriate for grade 4.]	Yes, The language of the GLE is so broad that all the literary texts descriptors can be connected to it.	Partial, both documents measure the interpretation of fiction. An area where the two documents differ is in the level of cognitive demand of the student's understanding of literary devices.	One of the goals of the 2007 document was to have PIs and descriptors with a more consistent grain size across the document.	2007 Grade 4 PI and descriptors A2 a-e	Yes, Grade 4	Levels 2-4	Levels 1-4		
[Maine GLE Reading Panel Recommendation: Appropriate literary devices may include similes, rhyme, and alliteration for grade 4.]									
R1B11.4 Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style. [Text complexity appropriate for grade 4.]	Yes, Nonfiction is listed as one of the genre in the 2007 PI.	Partial,The 2007 document is lacking in descriptors that define the parameters for instruction and assessment of nonfiction.	The 2007 descriptors inadvertently place the greatest emphasis on literary texts and then poetry.	2007 Grade 4 PI A2	Yes, Grade 4	Levels 2-4	Levels 2-4		
Grade 5									
R1B5.5 Demonstrate an understanding of how lengthy, complex dialogue with multiple speakers (and possibly few or no tags) contributes to a story. [Text complexity appropriate for grade 5].	Dialogue is a vehicle for characters to reveal themselves.	Yes, What characters say and do has an impact on other characters and the plot.	The 2007 descriptor A2a expects students to determine what characters are like by what they say or do and by how the author or illustrator portrays them.	2007 Grade 3 descriptor A2a	No, Grade 3	Levels 2-4	Levels 2-4		

R1B8.5 Apply effective strategies for: analyzing and describing characters' interactions-citing thoughts, words, or actions, that reveal characters' personalities; making basic inferences about problem, conflict, and solution; determining the author's message or theme; and identifying the literary devices of imagery, simple metaphors, and idioms to the reading and interpretation of fiction. [Text complexity appropriate for grade 5].	Yes, The language of the GLE is so broad that all the literary texts descriptors can be connected to it.	Partial, both documents measure the interpretation of fiction. An area where the two documents differ is in the level of cognitive demand of the student's understanding of literary devices.	One of the goals of the 2007 document was to have PIs and descriptors with a more consistent grain size across the document.	2007 Grade 5 PI and descriptors A2 a-e	Yes, Grade 5	Levels 1-4	Levels 1-4	
R1B9.5 Apply effective strategies for synthesizing information within and across text(s); making inferences about text, including the author's message or purpose (e.g., to inform, to entertain, to explain, or to persuade); and supporting opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 5.]	Yes, Nonfiction is listed as one of the genre in the 2007 PI.	Partial,The 2007 document is lacking in descriptors that define the parameters for instruction and assessment of nonfiction.	The 2007 descriptors inadvertently place the greatest emphasis on literary texts and then poetry.	2007 Grade 5 PI A2	Yes, Grade 5	Levels 2-6	Levels 1-4	
Grade 6								
R1B5.6 Demonstrate an understanding that dialogue does not always match a character's thoughts. [Text complexity appropriate for grade 6.]	Yes, Both documents expect students to infer from all that is revealed by all the characters, the narrator, and the development of the plot to comprehend the narrative.	Yes, Analyzing the internal and external conflict of the characters will help students understand that dialogue does not always match a character's thoughts.	The language of the 2007 descriptors expect students to analyze and infer from all that is revealed in the text to comprehend the narrative.	2007 Grade 6 A2 a-e	Yes, Grade 6	Levels 2,4	Levels 2-5	
R1B8.6 Apply effective strategies for: analyzing and describing characters' traits, interactions, and changes over time; making basic inferences about problem, conflict, or solution; of identifying the relationships among elements within the text (plot, character, setting, and types of conflict); determining author's message and point of view-stated or implied; and identifying the literary devices of flashback, foreshadowing, and repetition to the reading and interpretation of fiction. [Text complexity appropriate for grade 6.]	Yes, The language of the GLE is so broad that all the literary texts descriptors can be connected to it.	Partial, both documents measure the interpretation of fiction. An area where the two documents differ is in the level of cognitive demand of the student's understanding of literary devices.	One of the goals of the 2007 document was to have PIs and descriptors with a more consistent grain size across the document.	2007 Grade 6 descriptors A2 a-e	Yes, Grade 6	Levels 1-4	Levels 2-5	
R1B9.6 Apply effective strategies for synthesizing information within and across text (s); making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, to persuade); and forming and supporting opinion/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction texts. [Text length and complexity appropriate for grade 6.]	Yes, Nonfiction is listed as one of the genre in the 2007 PI.	Partial, The 2007 document is lacking in descriptors that define the parameters for instruction and assessment of nonfiction.	The 2007 descriptors inadvertently place the greatest emphasis on literary texts and then poetry.	2007 Grade 6 PI A2	Yes, Grade 6	Levels 2-6	Levels 2-5	
Grade 7								

R1B5.7 Demonstrate an understanding of how lengthy, complex dialogue in a variety of formats (e.g., plays, dialect) contribute to a story. [Text complexity appropriate for grade 7.]	Dialogue is a vehicle for characters to reveal themselves.	Yes, What characters think, say and do has an impact on other characters and the plot. The descriptions of the narrator are also helpful insights for the reader to include in their knowledge and understanding of the narrative.	The 2007 descriptors focus the student's analysis on characterizaion techniques including the character's thoughts, words, and actions; the narrator's descriptions; and events that advance the plot to develop deeper understanding about the narrative.	2007 Grade 7 descriptors A2 a-c	Yes, Grade 7	Levels 2,4	Levels 1,2,4
R1B8.7 Apply effective strategies for: analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]	Yes, The language of the GLE is so broad that all the literary texts descriptors can be connected to it.	Partial, both documents measure the interpretation of fiction. An area where the two documents differ is in the level of cognitive demand of the student's understanding of literary devices.	The 2007 descriptors build upon knowldege about the internal and external conflict of characters and look at the author's characterization techniques and how events advance the plot. The 2007 descriptors also build upon knowledge of literary devices and identify the relationship between the use of literary devices and a writer's style to understand the text.	2007 Grade 7 descriptors A2 a-e	Yes, Grade 7	Levels 1-5	Levels 1-4
R1B9.7 Apply effective strategies for synthesizing and evaluating information within and across texts; making inferences about text, including author's message or purpose (e.g., to inform, to explain, to entertain, or to persuade); and forming and supporting warranted* opinions/judgments and assertions about the text that are relevant to the reading and use of narrative nonfiction. [Text length and complexity appropriate for grade 7.] *defensible, viable	Yes, Nonfiction is listed as one of the genre in the 2007 PI.	Partial,The 2007 document is lacking in descriptors that define the parameters for instruction and assessment of nonfiction.	The 2007 descriptors inadvertently place the greatest emphasis on literary texts and then poetry.	2007 Grade 7 PI A2	Yes, Grade 7	Levels 2-6	Levels 1-4
Grade 8							

R1B5.8 Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story. [Text complexity appropriate for grade 8.]	Dialogue is one vehicle characters have to reveal themselves.	Yes, Both documents measure elements of characterization and plot development.	The 2007 descriptors expect students to analyze the effect of the qualities of a character on the plot and on the resolution of the conflict.	2007 Grade 8 descriptors A2 a-b	Yes, Grade 8	Levels 2,4	Levels 4,6		
R1B8.8 Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately sophisticated in style, point of view, and use of literary devices. [Text complexity appropriate for grade 8.]	Yes, The language of the GLE is so broad that all the literary texts descriptors can be connected to it.	Yes, both documents measure the interpretation of fiction.	One of the goals of the 2007 document was to have PIs and descriptors with a more consistent grain size across the document.	2007 Grade 8 descriptors A2a-f	Yes, Grade 8	Levels 2-6	Levels 2-6		
R1B9.8 Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., references sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries), which have an appropriate complexity of content and sophistication of style. [Text complexity appropriate for grade 8.]	Yes, Nonfiction is listed as one of the genre in the 2007 PI.	Partial, The 2007 document is lacking in descriptors that define the parameters for instruction and assessment of nonfiction.	The 2007 descriptors inadvertently place the greatest emphasis on literary texts and then poetry.	2007 Grade 8 PI A2	Yes, Grade 8	Levels 2-6	Levels 2-6		
Content Standard D: Informational Texts: Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will:	Yes	Yes, The intent of the GLE is addressed across the 2007 content standards of informational texts, listening and speaking, and media.	The 2007 PI and descriptors provide specificity and parameters for the application of reading, listening, and viewing strategies to informational texts.	The connection is fourn when the 2007 Grades 3-8 Reading, Listening and Speaking, and Media content standards, performance indicators, and descriptors are considered.	Yes, Since the connection is at the content standard level, the expectations apply across the grade spans.	Levels 3-6	Levels 2-6		
Grade 3									
R1D2.3 Identify various informational parts of a text (e.g. table of contents, glossary, bolded or italicized text, headings, graphic organizers, charts and graphs, and illustrations). [Text complexity appropriate for grade 3.]	Yes	Partial, The 2007 descriptor increases the cognitive demand of the expectation and identifies a purpose.	The 2007 descriptor expects the text features to be used to locate information.	2007 Grade 3 descriptor A3b	Yes, Grade 3	1-Knowledge	3-Application		
R1D3.3 Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information). [Text complexity appropriate for grade 3.]	Yes, The language of the GLE is so broad that all the Grade 3 informational texts descriptors can be connected to it.	Yes, Both documents expect students to read for different purposes.	The 2007 PI expects students to read and summarize leveled texts for different purposes.	2007 Grade 3 PI A3	Yes, Grade 3	Levels 1-5	Levels 2-5		

R1D4.3 Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.). [Text complexity appropriate for grade 3.]	While not directly stated as a descriptor, this GLE does reflect one way of summarizing leveled informational texts for different purposes.	Yes, Both documents expect students to demonstrate they understand the key ideas or points of a text.	The 2007 Grade 3 PI expects students to read and summarize leveled informational texts for different purposes.	2007 Grade 3 PI A3	Yes, Grade 3	Level 2,4	2- Comprehend		
Grade 4									
R1D2.4 Use various informational parts of a text (e.g., index, table of contents, glossary, appendices). [Text complexity appropriate for grade 4.]	Yes	Partial, The 2007 descriptor expects students to use text features to aid comprehension.	The 2007 Grade 4 descriptor expects the text features to include headings, sub-headings, bullets, and bold face	2007 Grade 4 descriptor A3b	Yes, Grade 4	3-Application	Levels 2,3		
R1D3.4 Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information). [Text complexity appropriate for grade 4.]	Yes, The language of the GLE is so broad that all the Grade 4 informational texts descriptors can be connected to it.	Yes, Both documents expect students to read for different purposes.	The 2007 PI expects students to read, paraphrase, and summarize leveled texts for different purposes.	2007 Grade 4 PI A3	Yes, Grade 4	Levels 1-5	Levels 1-5		
R1D4.4 Summarize informational texts (e.g., identify the main idea or concept and the supporting details). [Text complexity appropriate for grade 4.]	Yes	Yes	The 2007 Grade 4 PI and a descriptor expect students to read, paraphrase, and summarize leveled informational texts for different purposes and one way identified is to identify the main idea and details from the text to support the main idea.	2007 Grade 4 PI A3 and descriptor A3c	Yes, Grade 4	2-Comprehend	2-Comprehend		
Grade 5									
R1D4.5 Identify the informational text structures of narrative, sequential order, and question and answer. [Text complexity appropriate for grade 5.]	Partial, The 2007 Grade 6 language is larger in scope and identifies a purpose.	Partial, Both documents expect the identification of text structues.	The 2007 descriptor expects students to identify text structures of informational publications including newspapers, magazines, and online sources and use them to obtain information.	2007 Grade 6 A3b	No, Grade 6	1-Knowledge	Levels 1-3		

R1D5.5 Organize information to show understanding (e.g., representing key points within text through paraphrasing, summarizing, and/or answering questions). [Text complexity appropriate for grade 5.]	Yes	Yes	The 2007 Grade 5 PI expects students to read, paraphrase, and summarize leveled informational texts for different purposes.	2007 Grade 5 PI A3 and descriptors A3c and A3a	Yes, Grade 5	2-Comprehend	Levels 2,4,5		
Grade 6									
R1D4.6 Identify the informational text structure of chronological order and compare and contrast. [Text complexity appropriate for grade 6.]	Partial, The 2007 Grade 6 language is larger in scope and identifies a purpose.	Partial, Both documents expect the identification of text structures.	The 2007 descriptor expects students to identify text structures of informational publications including newspapers, magazines, and online sources and use them to obtain information.	2007 Grade 6 A3b	Yes, Grade 6	Levels 1,4	Levels 1,2		
R1D5.6 Make inferences about text, including the author's purpose and/or message, by forming and supporting opinions/judgments and assertions about the text that are supported by text reference. [Text complexity appropriate for grade 6.]	Partial, Both documents expect students makes inferences about text but the 2007 document places the expectation for identifying the author's purpose at grade 3.	Partial, The 2007 PI expects students to make decisions about the usefulness of leveled informational texts based on purpose.	The 2007 PI and descriptor expect students to analyze how text structures affect the information in the text and use this information to trace the development of an author's argument, point of view, or perspective to aid comprehension. Another descriptor expects students to make reasonable statements and conclusions about the text and support them with evidence from the text.	2007 Grade 6 PI A3 and descriptors A3c and A3d; Grade 3 A4a for persuasive texts	Yes, Grade 6 but also Grade 3 for identifying author's purpose.	Levels 2-6	Levels 4,6		
			s						
Grade 7									

R1D4.7 Identify the informational texts structures of problem/solution and cause/effect. [Text complexity appropriate for grade 7.]	Yes, Both documents expect students to identify text structures of problem/solution.	Partial, The expectation for recognizing the text structure of problem/solution is with persuasive texts grade 7 in the 2007 document. This 2007 grade 7 descriptor expects recognizing the text structure will help with comprehending the text.	The 2007 Grade 7 descriptor also expects students to recognize the text structure of proposition/support to aid comprehending.	2007 Grade 7 A4a	Yes, Grade 7	1-Knowledge	Levels 1,2	
R1D5.7 Make inferences about text, including the author's purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 7.] *defensible, viable	Yes	Partial, The 2007 document measures students' understanding of author's purpose at a different grade. 2007 document does expect students to draw conclusions about a text.	The 2007 Grade 7 descriptor expects any conclusions drawn about a text will be supported with evidence from the text.	2007 Grade 7 A3c; Grade 3 A4a; Grade 6 A4b	Yes, Grade 7 but also Grade 3 persuasive texts for identifying author's purpose and Grade 6 persuasive texts for identifying the author's position or perspective.	Levels 2-6	Levels 1,2,4	
Grade 8								
R1D4.8 Identify different ways in which informational texts are organized. [Text complexity appropriate for grade 8.]	Yes	Partial, The 2007 document expects students to analyze how the text structures affect the information presented.	The 2007 Grade 8 PI also expects students will make decisions about the usefulness of texts based on purpose. Informing the students' decisions will be knowledge and understandings	2007 Grade 8 PI A3	Yes, Grade 8	1-Knowledge	Levels 2-6	
R1D5.8 Produce and support generalizations acquired from informational text. [Text complexity appropriate for grade 8.]	Partial, The documents differ in the amount of texts consulted for each task.	Partial, Generalizations are over-arching statements of truth or connection. When a student draws conclusions, it requires analysis that may or may not lead to the synthesis of ideas into an over-arching statement of truth or connection.	The 2007 Grade 8 descriptor expects students will draw conclusions about information from multiple texts and support these conclusions with with evidence from the texts.	2007 Grade 8 descriptor A3d	Yes, Grade 8	5-Synthesis	Levels 4,5	

Standards, PIs, Descriptors NOT found in 2007 document	0							
% increase or decrease # of Standards	Decrease 67%							
% increase or decrease # of Performance Indicators	Decrease 92%							